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"Preparing children for a life full of learning."

Kingshill Infant School

Special Educational Needs and Disabilities Policy

Approved by Kingshill Governing Body: June 2026
Next Review: June 2027

1. Introduction

Kingshill Infant School is committed to providing all children with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals within our school community. We provide an appropriate and high-quality education for all children. We believe in a broad and balanced curriculum which encourages all to enjoy and succeed in their learning. Inclusion is at the heart of everything that we do. We strive to eliminate prejudice and discrimination by celebrating diversity and developing an environment where all children can feel safe and flourish.

Kingshill Infant School is fully committed to the early identification of pupils with Special Educational Needs, including providing support and training for staff working with SEND children. We believe that every member of our school community has an important role to play in ensuring that all children feel respected, valued and included.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0–25 (2015) and ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulties experienced by the child.

2. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing support for children with SEND.

At Kingshill Infant School we aim to:

- Ensure that all children, whatever their special educational need or disability, receive high quality educational provision through a broad and balanced curriculum that is relevant and adapted.
- Enable each child to experience success and fulfil their potential.
- Ensure that all children with special educational needs and disabilities have equal opportunities to take part, as far as is appropriate, in all aspects of the school's provision.
- Identify barriers to learning at the earliest point and make reasonable adjustments to support them in overcoming these.
- Identify, assess, record and regularly review children's progress and needs.
- Work in partnership with parents and carers in planning and supporting all stages of their child's development in school.
- Recognise, value and celebrate achievements, however small.

3. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out the schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN Coordinators (SENCos) and the SEND Information Report.

4. Definition of Special Educational Needs

A pupil has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age in mainstream schools.

A child may have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age in mainstream schools.
- Have emotional or behavioural difficulties that interfere with their ability to learn.

Children must not be regarded as having a SEND need solely because:

- They have a disability
- The language of their home is different from the language in which they will be taught
- They have a diagnosis
- Their progress is slow, or they have low attainment
- They are persistently disruptive or show withdrawn behaviours

5. Identifying children with Special Educational Needs

A pupil has SEND needs when their learning difficulty or disability calls for special educational provision, namely, provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2015).

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline

• fails to match or better the child's previous rate of progress

• fails to close the attainment gap between the child and their peers

• widens the attainment gap

We recognise that cognition and learning is only one aspect of a possible SEND need. We also assess pupils' communication, interaction, social, emotional, mental health, sensory and physical needs when identifying whether they may have SEND.

A variety of strategies are utilised when determining whether a child has SEND. These include:

- Analysis of baseline assessment when pupils join us in Nursery and Reception classes.
- Termly whole school progress data.
- Day to day teacher assessments within the classroom.
- Consideration of pupil's views.
- Consideration of parent/carer views.
- Meetings between class teachers and SLT to scrutinise the progress and attainment of pupils.
- Meetings and consultations between the class teacher, parents/carers and the pupil.
- SENCo observations and conversations with teachers and parents.
- Information and advice from external agencies.
- The use of specific diagnostic aids.

Kingshill will always work closely with the pupil and parent/carer in identifying any potential special educational need a child may have.

6. The Four Broad Areas of Need

The four broad areas of need identified by the SEND Code of Practice 2015 6:3 are:

- Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN

is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. The school has clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

- Sensory and/or physical

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is

available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children may have special educational needs in at least one of the four areas, and many will have needs in more than one.

7. The SEND Register

All schools are required to maintain a register of pupils who have a SEND. If we have identified your child has a SEND, we will seek your consent to place them on our SEND register. There are two categories of SEND on the register:

- Special Educational Needs Support (SEN Support) - this is where the school, working with the child and parents, have identified a pupil has a SEND that requires provision that is different to or additional to that normally available to pupils of the same age. In these instances, the SENCo will gather information and assessments and works with the parents/carers, pupil and staff to co-ordinate provisions that are aimed at meeting the child's needs. Where appropriate, the SENCo (with parental consent) will seek the advice and support of external agencies such as advisory teachers and speech and language therapists. Please note that not all special educational needs may require additional/different provision or be long-term.
- Education, Health and Care Plan (EHCP) - in some cases, in line with the SEND Code of Practice (2015), some children may require an EHCP assessment in order for the Local Authority to assess whether special educational provision is necessary. This may result in the Local Authority issuing a formal Education, Health and Care Plan (EHCP).

8. The Graduated Approach

When a pupil has been identified as having a special educational need the class teacher, SENCo and parents/carers will work together to action the four-part cycle known as the Graduated Approach: Assess, Plan, Do, Review.

Quality first, differentiated teaching is the first step in responding to pupils with SEND. The teacher and SENCo will agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place. This will be recorded on an Individual Support Plan. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

- **Assess** a child's special educational need. This would include observations and assessment by teachers and the SENCo, it can include observations and assessments carried out by outside agencies and any external assessments or diagnostic reports.
- **Plan** the provision to remove barriers to learning. Intervention is planned by the class teacher with support from the SENCo, incorporating external agency advice if this has been accessed. Termly outcomes are recorded on the SEND Support Plan and are discussed with parents/carers. Intervention can mean a range of adaptions to quality first teaching, e.g. an ergonomic pencil or pen, a wobble cushion, the use of a workstation, a carpet seating plan, targeted support in a whole class lesson, a small group extra phonics session, 1:1 reading or a small group targeted maths session.
- **Do** put the provision in place to support the desired outcomes, overseen by the SENCo.
- **Review** the support and progress. The SEND Support Plan is reviewed by the SENCo and the class teacher regularly. Impact of interventions are assessed, and the planning cycle continues with new or altered outcomes to reflect progress.

9. ROLES AND RESPONSIBILITIES

The SENCo – Helen Godfrey

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Liaise with parents of pupils with SEND.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Develop knowledge and expertise through training, and to pass information on to colleagues by formal Inset or informal discussion at staff meetings
- Evaluate the quality and impact of support and/or interventions along with the views of the pupil and parent/ carer.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The Headteacher – Elliott Plumb

He will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.
- Ensure that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures

The SEND Governor – Bronwyn Janes.

She will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Visit the school regularly to meet with the SENCo and receive updates on the progress of pupils with SEND.
- Work with the head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the school follows the SEND Code of Practice 2015 when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities

Class Teachers

They will:

- Provide quality first teaching.
- Be responsible for the progress and development of every pupil in their class.
- Identify children with SEND with the support of the SENCo.
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Undertake any training suggested or supplied by the school.

- Ensure they follow this SEND policy.

Parents

They will:

- Be informed and involved in all stages of their child's SEND journey.
- Be asked to share their wishes, feelings and knowledge before any decisions are made.
- Attend regular meetings to discuss the progress of their child.
- Be asked permission before the involvement of any outside agencies.

10. Monitoring Arrangements

This policy will be reviewed by the SENCo every year.

It will be updated if any changes to the information are made during the year.

It will be approved by the governing body.

11. Complaints Procedure

The school endeavours to work closely with parents and hope that parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or SENCo.

The school's complaint procedures are set out on the school website.

12. Links with other policies and documents

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015) and links to:

- SEND Information Report
- Accessibility Plan
- Anti-Bullying Policy
- Positive Relationships Policy
- Equality Information & Objectives
- Supporting Pupils with Medical Needs Policy
- Child Protection Policy

These documents can be found on the school website.

13. Contact Details

SENCo
Helen Godfrey – senco@kingshill.herts.sch.uk

Governor with responsibility for SEND
Bronwyn Janes – bjanes@kingshill.herts.sch.uk